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Balm.

After the heat the dew
And the tender touch of twilight ;
The unfolding of the few
Calm stars.
After the heat, the dew.

After the Sun the shade,
And beatitude of shadow ;
Dim aisles for memory made,
And thought.
After the Sun, the shade.

After all there is balm ;
From the wings of dark there is wafture
Of sleep,—night's infinite psalm,—
And dreams.
After all, there is balm.

—VIRGINIA WOODWARD CLOUD, in the *July Atlantic*.

The Tub-Roller Teacher.

By SUPT. JAMES M. GREENWOOD, Kansas City, Mo.

It is said that the Cynic, Diogenes, whenever anything important was about to happen at Athens, would roll his tub up and down the street under the impression that his action helped to bring to a favorable termination the issue in which the Greeks were involved. Of course his hallucination was not shared by others, but this did not detract from the sincerity and earnestness with which he performed the self-imposed task. Perhaps no one imagined for a moment that credit should be awarded him for his good intentions and misguided judgment. It were a pity that Diogenes was not the last one of the race to roll a tub along the street under a misapprehension of shaping and controlling events in some mysterious manner. To all tub-rollers, and particularly the teacher tub-rollers, the idea never occurs that their energy is wasted, because their minds have little or no discipline, and they also lack the power of adaptation to present circumstances. They spend their time and waste their energies in irrelevant work, and vainly imagine that they are doing effective service when they are merely trifling at tub-rolling.

Fidgety activity counts for nothing. It is fitful, indefinite, irregular in direction, and along antagonistic lines. It is impossible for a tub-roller to get a clear conception of the circumstances and surroundings with which he is dealing. To see the vital points involved in an issue or an undertaking, is beyond his comprehension. From crude and indistinct plans nothing definite is evolved or accomplished. Could this class of persons see their crudeness as others see it, they would see themselves as in a glass. They are as flies on the cart-wheel, vainly imagining that they make the wheel revolve, and thus always entertain exaggerated notions of their own importance. Dominated with the idea that they are the most perfect products of creation, they never learn

anything or profit from their own experience. Their narrow habits of thought are of such a character as to preclude learning. Finished human products, as they think themselves to be, are a perfect law unto themselves. Another amiable quality of this class, is that they do not wish to be thought ignorant of any subject, and hence they assume to know all things. Repeated failures lesson not the sublime faith of such in their own theories. To invent plausible excuses for failures is the chief part of their mental furniture. Self-esteem grows enormously by feeding on itself. This is its chief nutriment. As the years go by such become more bigoted, narrow, and self-opinionated. Should such a one get into a school-room the results are deplorable. The worst possible place for such a person is to be penned up with a room full of children. Out among grown people the infliction can terminate easily enough. It is in the school that such make decisions off hand, and never tolerate questions or contradictions. Reflection is an unknown word in the lexicon of such. The dominant idea is—"tub-rolling" continually,—in fair weather and in foul. Tub-rolling people, whether teachers or not, are creatures of impulse who employ assertions for argument, discharge words for ideas, and lack both discretion and judgment. The tub-roller as a teacher, occupies more space, makes more noise, and does more foolish things in one day than a dozen quiet men will do in a year. If such men were beneficial in proportion to the clamor and uproar they make, they would be the greatest benefactors of the race.

A half-dozen grasshoppers under a big weed in a field will make more noise than a herd of cattle quietly cropping the grass or chewing the cud, and yet one never concludes that the grasshoppers are the only occupants there. A tub-roller teacher may be so completely absorbed in himself and his tub, that he is unconscious of all else around him. Such a one is, in the language of the South, a "slack wad." To rate him as a defective in judgment and whose conclusions are worthless, is the estimation in which he is held. As a perpetual monument of inefficiency and self-complacency, he is the veriest model. Marking time is mistaken for marching, and thus he deceives himself at every step in life. In all stations of life such people are nuisances. They embarrass every enterprise which they attempt to promote, and they retard progress every time they doctor it. They never do a useful service, tho they sometimes work in a noble cause.

Quiet workers are the ones who accomplish results by deliberate methods rigidly adhered to. Their industry is steady, well-directed, concentrated, and every stroke counts. These qualities of character constitute the difference between the tub-roller, fidgety, blustering, and unsuccessful man or woman as compared with the one who looks deliberately at all subjects before coming to a decision, and then works systematically to accomplish what is possible under all conditions. This is the secret of success. In no sense are they tub-rollers, cranks, or world-menders. Fortunate, indeed, is the system of schools that is absolutely free from the disorganizing influences of the one-idea, erratic, crotchety, tub-rolling class,—the world menders who know so well how to conduct properly all other business except their own. Reader, if you are in danger of becoming a tub-roller, please consider your malady right now.

The Speech I Made for Rudman:

One of the Many Things I Have Done for Others and Wished I Hadn't.*

One day last September I found myself in the position of being announced to deliver a speech before a Sunday-school without ever intending to do anything of the sort. Nothing was further from my mind. Rudman had said to me that he had promised to say a few words to a few children; but his Aunt Eliza having had an unexpected fit prevented his fulfilling his promise. Would I say them for him? I knew nothing about his Aunt Eliza, or about children; and cared less. But that good-nature which has been the bane of my existence prevented my saying no. No sooner had I said yes than I regretted it. I rushed after Rudman to tell him so. But of course I could not find him. He knew better. Anticipating some such action on my part, the moment I had yielded, before I had time for thought, he vanished into air. And there was I left with a prospect in front of me which injuriously affected my digestion then and there.

But never till I was actually on the platform amidst a throng of chattering people did I realize that Rudman's few words to a few children meant an elaborate address to a Sunday-school containing a couple of hundred pupils. There they were, glaring at me, row after row, all in their best clothes. I was petrified. A man on one side was giving me a mass of statistics about how many had been there and how many hadn't; a woman on the other was asking if I would like the children to sing before my address, or in the middle of it, or when; an elderly person at the back was hoping that I wouldn't forget the parents, tho what he meant I have not the faintest notion; while an idiot, who kept bobbing up and down like a jack-in-the-box, was particularly anxious to know if I liked hot water or cold. It was not till afterwards that it dawned on me that that water, as to the temperature of which he was so anxious, was intended to comfort my throat whenever my elocutionary efforts made it dry.

My impression is that it was generally expected that I would keep on saying a few words to those few children for about two hours. If so, the expectation was not fulfilled. I need not be told that I made a mess of it. It is not in the least necessary. I know it. The dominant feeling in my mind was that I should like to have Rudman alone for a few minutes, in order that I could say a few words to him. Under those circumstances it will be understood that my remarks were couched in a peculiar vein. Such remarks, that is, as I made—which occupied, I should say, nearer five minutes than a couple of hours. I began by observing that I had had no intention whatever of addressing a Sunday-school, about which kind of thing I knew nothing at all; my commencement seemed, in itself, to create surprise. I went on to say that I was glad to see them there—which I wasn't; that I hoped they had had a good time, a better time than I was having then—at which some of them snickered, as if they supposed that I meant to be funny. Indeed, the idea that I was a humorist seemed to gather force as I floundered onwards. Those children were quicker at seeing a joke than anyone I ever saw. Each time I opened my lips they yelled with laughter. As I wiped the moisture from my brow I felt like throwing something at them.

There were whispered consultations among the people about me on the platform. This was not at all the sort of thing they had expected. Some kept exhorting the children to "hush," and to "behave," but they wouldn't do either. They found me so amusing. Conscious that tho I had nothing more to say I might be momentarily requested not to say it, gathering myself together I en-

deavored by my concluding remarks, to avoid complete fiasco.

I asked them all to come and see me to-morrow. I told them that I would give them such a treat as they had never had before—one which would prove to them that I was better at that kind of thing than I was at public speaking.

The result of this stirring apostrophe was an immediate popular triumph. When I resumed my seat the whole assembly rose and cheered me—and my invitation—to the echo. Among the authorities, perhaps, there was hardly so much enthusiasm. Scarcely had the words passed my lips than I myself wished they hadn't. It was another case of the impulse of the moment of my fatal good nature. When the idiot who had worried about the water sprang to his feet and declared that he was sure that those present would appreciate the speaker's noble liberality at its proper value, and that they would one and all accept his generous offer in the same spirit in which it was made, I groaned. The meeting cheered itself hoarse, stamping the dust out of its feet till we were nearly choked. How I was to entertain two hundred children, who were none the less wild Indians because they happened to have attended Sunday-school, I had not the least idea. While they screamed I wondered if it would not be advisable to hand over a dime each all round, in order to escape the consequences of my rashness—tho that would involve an extravagant expenditure. I had no Aunt Eliza whose opportune ill-health would enable me to wriggle out of an undesirable engagement. But I was given no chance. They hammered the nails home into my coffin then and there.

After the din had grown a little less, and certain of the elders had hastily communed together, an elderly party—who had informed me that he was the superintendent, and that his name was Willis—explained that as a rule they did not encourage the children having too many treats, but since the circumstances were exceptional, they would have much pleasure in availing themselves of my kindness. It was far from my wish that they should strain a rule on my account; but I was afforded no opportunity to drop a hint. He wanted to know if I did not think it desirable that someone should see that the children behaved. I did think so; very strongly, in fact. But I was not prepared for the construction he immediately put upon my words. He pointed out that since the notice was so short it could hardly be expected that all the teachers would be able to attend, but he was sure that as many as could would. When I inquired how many teachers, he answered about eighteen or twenty. I was conscious of another inward qualm as I perceived how thoroly I was in for it. I might have been able to put off the children with the shadow of a treat. I could not expect to humbug the teachers. He added that the places of the absentees might possibly be supplied by volunteers from without. That information added to my pleasure. He asked what time I should like my guests—emphasizing the word "guests" by a sportive little twinkle in his ancient eye—to arrive. Feeling that I might as well be hanged for a sheep as a lamb, I said that I would leave it to him. He suggested ten A. M. as a reasonable hour.

"That," he said, "will give them a good, long day."

I was startled. I felt that it would. As a matter of fact, ten is the hour at which I usually breakfast. But at that moment I believe that I should have agreed with him had he suggested that they should arrive with the milk in the morning.

When I left I was the object of an ovation which could not have been more enthusiastic had I spoken with the eloquence of a Demosthenes. Some of the more exuberant spirits had rushed out into the street to give me a parting cheer. Caps were thrown up, but whether by their owners or by their owners' friends I was unable to determine. I imagine, from the warmth which was displayed as they descended in the mud, that

*This experience taken in somewhat modified form from *Cassell's Monthly* will be appreciated by readers who have found themselves in similar positions.

it was by the latter. They shouted, as I hurriedly climbed into a cab.

"See you to-morrow, sir! See you to-morrow!"

As I drove away that parting threat was ringing in my ears.

All night I lay awake. I do not mean to say that I did not sleep at all. On the contrary, I did. But the effect was just the same as if I hadn't closed my eyes. Especially when, at an unnaturally matutinal hour, I became conscious of unusual movements in the street. I wondered what could be the cause of them. And, really quite spontaneously, I sighed.

I had given instructions over night that my hot water was to be brought to me at eight o'clock instead of nine. When Martha appeared with it I asked what it was that was taking place outside. She replied, with a touch of of temper—

"It's a lot of children—boys and girls, and all sorts." What, in that connection, she meant by "all sorts," I am unable to say. "Where they've come from goodness knows—or what they want. Mrs. Kiddall don't like it, and I'm sure I'm not surprised. They keep standing and staring as if there was fever in the house."

I wished—for the moment—that there had been fever in the house, and that I had it. Not a severe attack, but just enough to confine me to my room, and to keep people from me, for fear of infection, particularly children and Sunday-school teachers. The young rascals! Sunday-school pupils or not, I was convinced that there was a moral twist in their characters. Or what did they mean by hanging about my house at what was practically the middle of the night? Was not ten o'clock early enough? Did they wish to haunt me in my very bed?

"What sort of weather is it, Mary?"

"It don't seem to have made up its mind. Keeps on starting to rain and leaving off. Nasty mist about. It's none too warm."

And those children were standing about in the street! Had been standing about; would continue to stand about for at least another two hours! What were their parents and guardians thinking of to allow such a thing? Should I—even at this eleventh hour—proffer the dimes which I ought to have suggested last night and send them home? Would they accept them? Or would they stand out for more? Had I not entered into a contract with them which they could compel me to carry out?

I was racked by doubts. As I performed the necessary offices of my toilette I was conscious of a feeling of despondency almost as if I had been in the very presence of some devastating tragedy. The voices of children penetrated from without. I heard their shouts—their restless movements. Possibly they had the loftiest expectations of the delights which were in store for them. At the thought I anathematized Rudman. I did not bless the Sunday-school, nor spare myself. Why had I been such an idiot as to attempt to escape from the frying-pan by falling into the fire? Why had I ever made such an offer? Or, having made it, why had I not had the courage to immediately withdraw?

But it was no use my asking myself such questions. What I had to do was to give to those two hundred and odd children, with their score or so of teachers, such a treat as they had never had in their lives before. I gritted my teeth and declared that they should have it, too. I would be as good as my word—and better. No one should be able to say that Augustus Short had behaved shabbily to a lot of youngsters who had put their trust in him. In the new ardor of my resolution I hewed a piece off the corner of my chin.

"Bother this bad light! Never mind! before the day's over I'll make those youngsters forget that the sun isn't shining; I'll show them that when Augustus Short undertakes a thing he carries it thru. I don't attempt to shelter myself behind my Aunt Eliza's fits."

There came a knocking at the front door—a timid knocking. Someone opened. There was the sound of

parleying. Presently some one rapped at my door. It was Mary.

"If you please, sir, there's a lot of children as want to know if Mr. Short lives here. They say he told them to come this morning. They can't mean you, sir?"

"And why not, Mary, why not?"

"Well, sir, I'm sure I don't know; only—there's such a lot of them."

"I shouldn't be surprised if shortly there were more. I've promised, Mary, to give a number of young people a treat to-day, such as they never had in their lives before. I'm going to do it, too. Send out someone at once for a hundred hot veal pies."

"A hundred veal pies!"

Mary gasped as if she wondered if I was going mad. I was beginning to be uncertain myself if I was as sane as I ought to be.

"Or—or their equivalent. These young people want something to eat, they are cold and wet and hungry. There are two hundred of them, and more, or there soon will be; besides their teachers. What are a hundred veal pies among so many?"

Mrs. Kiddall came on the scene, at Mary's back.

"Do I understand you to say, Mr. Short, that you expect me to allow that crowd of ragamuffins—who are both wet and muddy—to enter my house; or to so much as set their dirty feet inside my clean hall?"

In general, when Mrs. Kiddall addresses me in those tones I am wont to quail. There is, as it were, an end of the discussion. She ends it. Mrs. Kiddall has a tongue, and a temper. When she is roused—which she is quite easily—she is apt to give a vigorous display of both. An excellent woman; a capital landlady; a cook in a million; honest to the verge of eccentricity. But she has her little ways. And when, so to speak, she is on them, I get off. As a rule.

But on that occasion—I don't know why, but so it was—I was inspired by a sudden resolution that I would not get off. That, by way of a change, I would ride roughshod over her. That, metaphorically, she should be trodden under foot. So I shouted at her, quite as vigorously as she would have found it convenient to shout at me.

"When you speak of your house, Mrs. Kiddall, you forget that they are my rooms, and that the furniture in those rooms is mine. I believe that part of the furniture in the hall is mine also." The hat-stand, the barometer, and one of the chairs—the best—were my own private possessions. "And when you speak of my guests as ragamuffins I'll let you know I won't have it. I shall invite to my rooms whom I please. If that arrangement is inconvenient to you, at the end of the month I will quit them. But while I continue in their occupation don't you dare to attempt to dictate to me whom I shall or shall not receive. I am not your servant, Mrs. Kiddall. And let me at the same time tell you that it ill becomes you, as a woman, to speak of helpless little children, wayworn, wet, cold and hungry, as if they were the dirt beneath your feet. Shame on you that you should be so wholly devoid of the tender human pity which one looks for in every mother's breast. Do as I tell you, Mary, and go out at once for those hundred veal pies, or—or their equivalent, and I will put my coat on and come down stairs and see they have them. I cannot see little children sinking for want of food, and offer them stones instead of bread, if others can."

My speech, the previous evening, might not have been, in all respects, a complete success. My remarks, delivered in my shirt sleeves at my bedroom door, distinctly were. Mary and Mrs. Kiddall were dumbfounded. I suspect that they had not supposed me capable of such a display. Even at that moment I was conscious that the effect might not impossibly endure—that the revelation of the kind of man I could be would linger in their memories, to my advantage.

Off went Mary—with only a single glance at Mrs.

Kiddall—in search of those veal pies. Hastily finishing dressing, I descended to find Mrs. Kiddall regarding a phalanx of boys and girls of varying sizes who were closely packed together in the hall.

"Their boots are very muddy," she observed, with a mildness to which I was unaccustomed.

But her mildness was thrown away on me. I pursued my policy of trampling on her relentlessly, to the bitter end. I ignored her utterly.

"Now you girls and boys, wipe the mud off your boots, like Christians!" The result of my peremptory injunction was to produce a sort of scrimmage in the neighborhood of the door mat. "That'll do! that'll do! Don't scrape holes in the oilcloth pretending you think it's the mat. Go into that room." They shambled into my dining room. "There isn't a separate chair for each of you, you'll have to sit three or four on each, and those who can't find room that way will have to sit on the floor."

A curious collection they seemed. The boys fumbled with their caps, the girls with their fingers. With one accord they stared at me; not only open-eyed but open-mouthed as well. Probably this was not the sort of overture they had expected to the "treat." Plainly they did not know what to make of me at all.

Suddenly a young gentleman observed in a shrill, piping treble (he was apparently about eight years old):

"Please, sir, my mother wants to know what time I'll be home, 'cause she wants to meet me."

A young lady of about the same age chimed in:

"So's my mother. She says if I'm late I'll have to sleep at my Aunt Charlotte's, 'cause she has to get up so early in the morning."

I looked at my questioners. Then, finding myself wholly without an answer, shifted the responsibility to some one else.

"Don't ask me such things! Don't ask me. I've nothing to do with such matters! Ask your teachers when they come."

The entry of Mary and two men, with Mrs. Kiddall in the background created a diversion. The men were emissaries of a bakery and a delicatessen shop respectively. Between them they had brought all the veal pies, chicken, mince, and other pies, together with a ham, a bundle of sausages, and other strange meats. The delicatessen man thought that if his collection were turned into sandwiches—with the aid of some loaves of bread two feet long—we might find ourselves in a position to meet the requirements of the situation. The baker got bread and the delicatessen man proceeded to turn his store into sandwiches, Mrs. Kiddall and Mary assisting him with a degree of ardor which suggested that they were quite in their element.

While these delicate operations were in progress I kept admitting fresh relays of children thru the front door. I could not tell how many had arrived, but the house was rapidly becoming as dangerously overcrowded as if I were holding a fashionable reception. Presently I found myself confronted by Mr. Willis, the superintendent, who was accompanied by several young men and women, whom I correctly judged to be a detachment of teachers. When he saw what was going on he held up his hands.

"There! just as I feared. I told these young people last night that they were not to assemble at your house a minute before ten o'clock, and here they are already crowding you out of house and home. You, children, did I not tell you that you were not to go near Mr. Short's house before ten o'clock? What do you mean by disobeying me? It would serve you right if he were to refuse to give you a treat."

The assembly was not impressed. The superintendent's severity was received by a combination of silence and grins. Mr. Willis began to put me thru an examination.

"May I inquire, Mr. Short, if you have formed any plans for the day? Giving a treat to over two hundred children is—is rather a serious undertaking."

I had discovered that for myself—too late. But I dropped no hint to that effect. I listened to him.

"What do you say to stages?"

"Stages?"

"When we give them their annual treat we always take them in stages somewhere into the country."

"The country?"

"To Fort George, or Jersey, or something of that kind. Last time we took them to Van Cortlandt park."

The country? In that drizzle! Van Cortlandt park? In that mist! I shuddered, repudiating the idea with scorn. Willis seemed himself to be relieved when he learned that I did not propose to take them, as a "treat," in stages into the country, to slowly soak in the wilds, say, of Van Cortlandt park.

"Then what do you propose? Will you pardon my asking you, Mr. Short, to give me a general idea of about what sum you think of spending? It costs something to give two hundred children a day's outing—go about it as cheaply as you may—and stages are cheapest."

"On this occasion there's going to be no question of money. I said I would give them such a treat as they never had in their lives before, and I'm going to do it."

"I'm sure, Mr. Short, that such generosity on your part is noble—most noble. We shall all owe you a heavy debt of gratitude."

Generosity? It was nothing of the sort. Gratitude? Stuff! I had simply arrived at a resolution to pay myself out. I was determined to give myself a lesson. I would teach myself to think twice, thrice, and yet again, before I allowed my good nature to get the better of me. I would make myself pay the piper to such a tune that I should never forget it. I liked my money and I did not like children. If I squandered an extravagant quantity of the first for the sake of giving pleasure to a bewildering number of the second I should endure such twinges—from all quarters at once—that I should never be likely to forget them. At the mere recollection I should writhe every time. If that did not prevent my making a spectacle of myself on a future occasion then nothing ever would. If it did, then the lesson—cost what it might—would be deeply bought.

I pulled myself together—to do so I had to swallow a lump in my throat; after all, it was a little difficult to bring myself to the sticking point—and looked Mr. Willis straight in the face.

"What do you say to letting them all go to the seaside?"

He gasped. The gasp was visible. It is my impression that that detachment of teachers gasped with him.

"The seaside! At this hour of the day! It's so late!"

"Late! Gracious, man, at this hour of the day I'm often still in bed. Would you wish them to start in the middle of the night?"

"Then the cost!"

"The cost has nothing to do with it—that's my affair."

I recognized, with a spasm, that it was. But that was part of the punishment. The bow was bent; the arrow fitted to the string; presently it should go speeding thru the air. I had decided—irrevocably. If it were my last.

"There are no excursions."

"Hang excursions!" Willis started. Probably he felt that that was not the sort of language which ought to be associated with a Sunday-school treat. I didn't care. "There are plenty of ordinary trains which run from Long Island City to Rockaway Beach about this time. They shall go by one of them. They will reach there in time to have dinner—a good dinner. They will be able to spend the afternoon on the beach. I will give them a quarter each to assist them in spending it. Then they can have supper—a first rate supper—and return home."

"Oh, Mr. Short, I—I'm really without words with which to thank you for your splendid liberality."

"Then don't thank me. Don't, sir, don't! Do I

look as if I wanted you to thank me? And, Mrs. Kiddall, you'd better go with them. And Mary too."

Mrs. Kiddall was all over sippers. In which respect Mary bore her company.

"I'm sure, Mr. Short, it's very good of you, and I should like to very much; but whatever would become of the house?"

"I shouldn't think anything will become of the house merely because you leave it a whole day by itself. I'll be bound you'll find it still here on your return."

Mrs. Kiddall went, and Mary went, and they all went. They all trooped round to the Long Island ferry. I live on Madison avenue, so they hadn't far to go. On the way I cashed a check—such a cheque! Having a tooth drawn was nothing to it. After crossing the river we marched into the railroad station. There happened to be—by the merest chance at that particular moment—a person in authority. To him I was introduced. With him I struck a bargain. He agreed to have special cars attached to the next train, in which the whole army would be conveyed for a lump sum. In that respect I got off cheaper than I expected. Then the quarters were distributed, amid enthusiasm. I handed over a bag full—or, at any rate, partly full—of greenbacks to Mr. Willis.

"You pay for everything. You know more about this kind of thing than I do. Let them have everything of the best; let no expense be spared; above all, let them have plenty to eat and drink. Afterwards render me an account of the sum you have expended."

The horde was packed into their cars, another horde looking on. A seat of honor was reserved in a parlor car for me—in company with six or seven of the teachers—which I occupied. Only unfortunately just as the train was about to start, I recalled something which I had left in the ticket office. In spite of all efforts to detain me, off I rushed to get it. It detained me so long—in fact, I walked out of the station and drove away in a cab before I got it—that the train was compelled to start without me.

I was willing to pay—at a pinch; but go! No. I wiped the beads of moisture from my brow at the idea of spending the day in traveling to and fro to Rockaway Beach in company with two hundred Sunday-school children.

Later I had a letter from Mr. Willis—that same afternoon I left town on a little jaunt of my own, so he had to write—expressing, in eloquent terms, the regret which they had all felt when it was discovered that they would have to go without me. My missing the train was the one blot on their perfect enjoyment of the day. Was it? As they left town behind them the weather cleared; by the time they reached Rockaway the world was bathed in brilliant sunshine. They had a sumptuous midday repast, for which they thanked the giver. They enjoyed some delightful hours, basking amid the spicy breezes, by the smiling waves. The language is the superintendent's. They next enjoyed a gorgeous supper for which again thanks were returned. Afterwards, full to the lips, with happiness, they wended their homeward way, without a single mishap happening to any of their company. Needless to say, they did not part without giving three hearty cheers, and three more to that, for the provider of their pleasure. It was a day which would linger as a sweet-smelling savor in their memories for ever.

Would it? I glanced at a certain stub in my cheque-book and sighed. After all, I wonder if it would have been so bad if I had gone with them. If I had not been so unfortunate as to miss that train. A crowd of happy children? Well, there's something in it. If any in this world do know how to be happy—when occasion offers—I suppose it's children.

Since that day Mrs. Kiddall and Mary have borne themselves toward me with a respect and deference which is almost slavish. The change in their attitude is worth something.

A Concrete History of the Evolution of the Pianoforte.

Yale university has lately come into possession of what may perhaps be considered the most complete collection of percussion-stringed musical instruments in the world. This valuable gift it owes to Mr. Morris Steinert, of New Haven, the master piano builder who retired from active business a few years since to devote himself to the construction, in a concrete form, of the history of evolution of the modern pianoforte.

Among the most precious treasures in the Steinert collection is a famous harpsichord discovered in a dark closet in the attic of an ancient Venetian palace, grimy with the dust of ages, cracked, and warped, but now restored by months of patient labor and the skill of a master workman to "a thing of beauty and a joy for ever." The *Music Trades* to which THE SCHOOL JOURNAL is indebted for the illustrations and much of the material of this article, reports an interview with



Mr. Steinert at a Clavichord. This type of Instrument is the Precursor of the Modern Pianoforte.

Mr. Steinert, in which the discovery of the instrument is reported as follows:

"Several years ago I gave an order to a dealer in antiquities to hunt for me thru Italy for a harpsichord of a type that I knew by my researches must be of authentic antiquity. The dealer found this instrument in some dark closet in an old garret in Venice, and shipped it to me in the state in which he found it. When I received it I found in the dust-encrusted, cracked, and battered old box a priceless instrument, and one worthy of a high place in my collection. I brought it here and set to work on it with the aid of the artist who had charge of restoring the decorative features. It required months of patient labor, but I feel now that I am well repaid for my trouble.

"Listen to an old composition and judge for yourself if a musician's enthusiasm is simply fantastic. When or where have you heard tone of that quality in a modern pianoforte? To be able to play this instrument as it should be played the musician must be able to tune it himself. Unlike the modern pianoforte, with its massive iron pins and strong steel wires, and hardwood back and other parts, this instrument is everywhere of delicate construction and must be handled as tenderly as a child. It needs tuning every day; in fact, almost every time one plays it.

"This old tuning pin that I am using is the very one that

the players of long ago used in Venice when enrapturing a gay crowd of fair ladies and stalwart knights.

"I tune the first register to get a proper temperament, then I tune the other set of strings exactly in unison with these. I tune it exactly in accord with my mood. This is one of its most fascinating charms for me. A pianoforte is tuned by a man who comes around and fixes it, and it stays in that shape for two or three or more months; but in this instrument I can set it to the exact timbre that suits my fancy at the moment. By this means the player can get on the closest terms of intimacy with his instrument, far closer than he can with the modern pianoforte.

"To really understand and enjoy the music of the old classical masters it must be rendered on an instrument of this sort. You will notice that the harpsichord, instead of having hammers like the modern pianoforte, gives forth sounds by means of the plectra system, that is, the wires are picked by short quills connected to wooden jacks. Some of these jacks that you see are the very ones that were in the instrument when it was played hundreds of years ago.

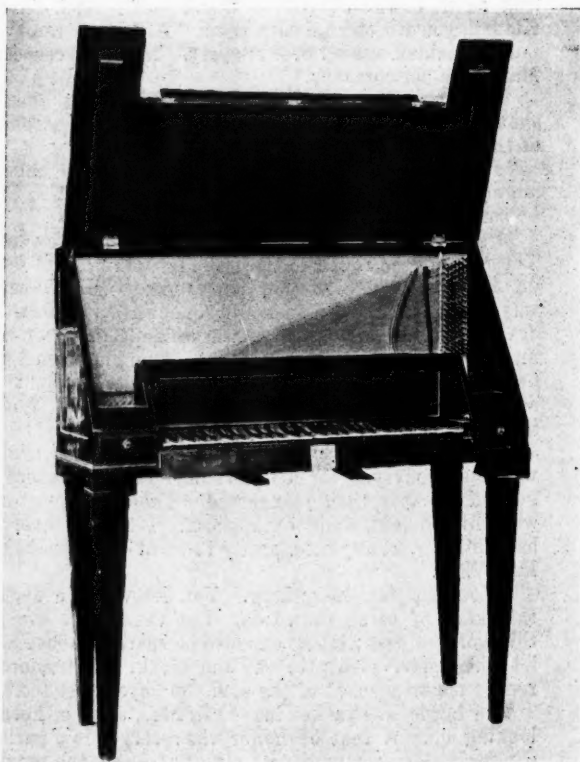
"There is an idea prevalent among modern lecturers upon ancient instruments that the harpsichord was an inexpressive instrument. I found that this is not the case. In fact, the opposite is the truth. The musician who plays the harpsichord and knows how to prepare the quills, and make them softer or harder, by means of a file, can so influence these quills that by the proper pressure on the keys he can carry out minutely his every emotional instinct, provided he studies the proper manner of touching the keys. He must touch the keys so that the quills will pluck the strings in their elastic nature, as is his intention and mood, just as a clarionet player humors the reed when producing pure tones upon that instrument. The pressure on the keys must influence them in the proper timber. When the performer has full control over the quills, the harpsichord can be made to produce the most musical and various tone colorings that govern the artistic treatment of any musical instrument.

"A careful and prolonged study and a long-time intimacy with these instruments has opened up to me a great field. I have come to an understanding of the wonderful tonal powers that lie within these old instruments, and in some degree have gained a clue to that secret which governed the great composers of the eighteenth century, such as Bach, Handel, and Scarlatti, in their productions. I am certain that without the aid of these wonderful instruments they would not have succeeded in producing music of such inexpressible beauty and tone coloring."

Mr. Steinert has decided opinions as regards the perfection of the pianoforte; in stating these he gives incidentally some very interesting historical information. He says:



Decorated Case Concert Grand Piano, date 1780—Made by Anton W. er, Vienna. The M. Steinert Collection.



An Upright Hammer Clavier, date 1780. Four and one-half Octaves. The M. Steinert Collection.

"At the time of the birth of such great composers as Domenico Scarlatti (1683), George Frederick Handel (1684), Johann Sebastian Bach (1685), and even a quarter of a century later, no such instrument as we to-day call a pianoforte was in existence.

"The greater part of the compositions of these masters was never written for the pianoforte. In fact, many years passed before these composers paid any attention to this instrument, as they seemed opposed to its use. The then existing instruments played by means of the keyboard were the clavichord, harpsichord, and spinet.

"In the early days of keyed musical instruments there was no industry for their manufacture. The harpsichord, for instance, was built at the personal order of the patron. The purchaser even specified the shape of the case, its decoration, the number of octaves of the instrument, and in every respect suited his own fancy and desire. The makers did their work by hand entirely, even going to the extent of selecting growing timber to be used and seasoning it. In very fact, they made the instrument entire. A time for delivery was specified, sometimes a year from the date of the order. The delivery of the instrument was made a holiday in the community. It was a big thing for an artisan to finish such a job, a work that gave him name and fame thruout the countryside. The day was made a season of jollification, a procession was formed to escort the instrument to the house of its owner, and was made up of the clergy, the town officials, the citizen notables, the school teacher and his pupils, and last, but not least, the builder and his assistants. The band or orchestra furnished music, the parson or priest offered prayer, and 'joy was unconfined' in that community. A big dinner and the dance followed. The owner of a notable instrument like that would come to be known thruout the length and breadth of the country."

"The pianoforte is really still in its infancy, as far as its tone generating apparatus is concerned. I mean the action. The action of a grand pianoforte has undergone hardly any changes since its introduction by Erard, in 1808, and it is used to-day by all grand piano makers in practically its original condition.

"The upright action is of more recent date, but in this form has never been really satisfactory as to good tone production. It is in this direction that I have been working for many years, and I claim that a pianoforte that contains an action of my construction is superior in tone quality and in

greater intimacy and closer relationship with the player than any other."

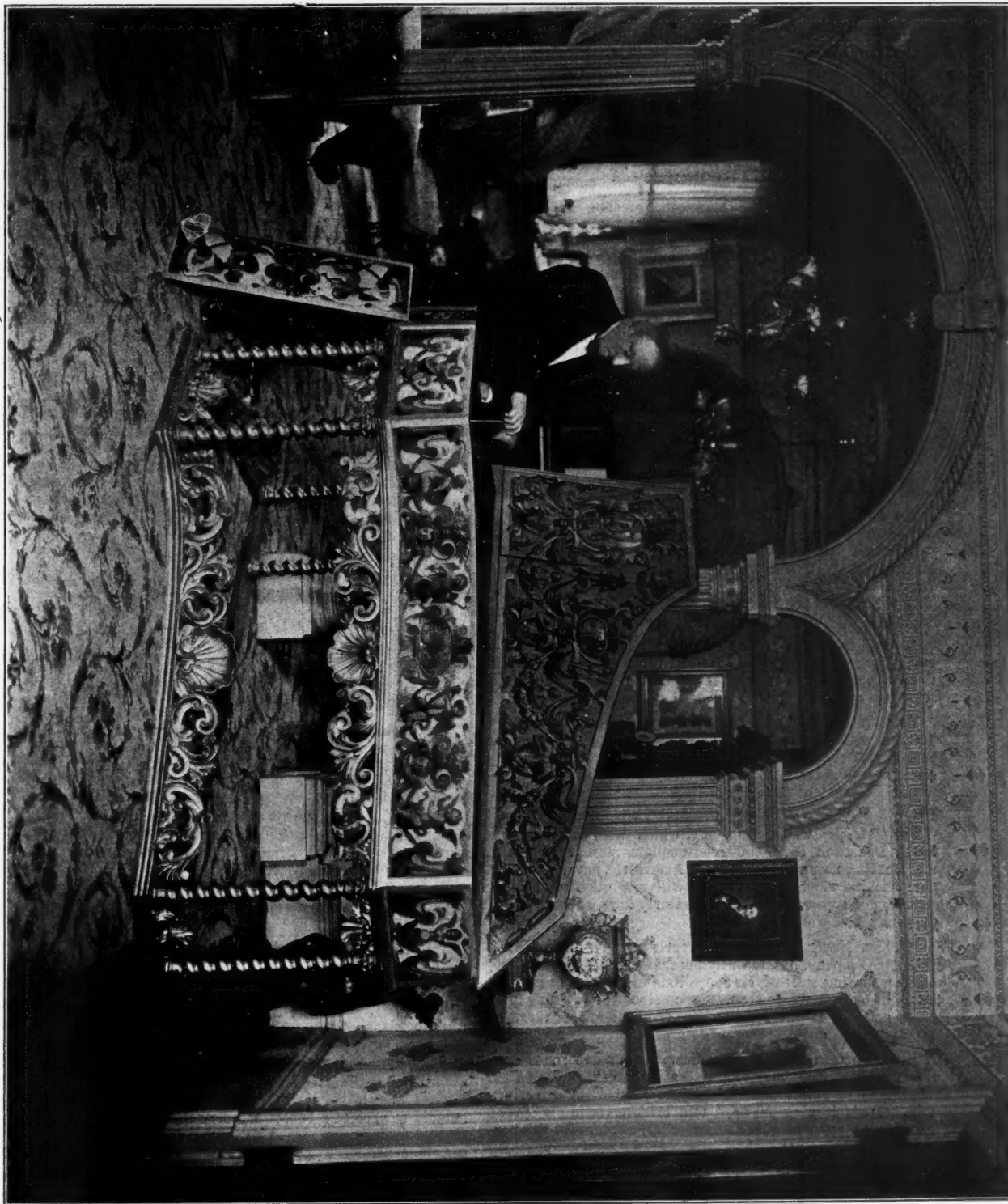
The place which the pianoforte occupies in the development of musical art, Mr. Steinert indicates in these words :

"Whatever might have been the object of Cristofori, the inventor of the pianoforte, and wherein the advantage of the latter instrument over the harpsichord lies, I cannot perceive," he replied, "as far as beautiful and fascinating tone colorings produced are concerned. The pianoforte is a hammer instrument and its strings are intoned by hammer strokes. Any tone production that is based upon the percussive system, such as striking the string, is inferior to those of rubbing or plucking a string.

"There is an objection to the plectra system, inasmuch as the quills, by constant playing, get damaged and have to be

constantly renewed. Another objection may be raised because of the fragile construction of the harpsichord, and smallness, or rather, thinness, of the strings, which require constant tuning. The carrying power of the harpsichord, as regards sound, is far inferior to the pianoforte, which is built on more robust plans and contains heavier strings, so as to withstand the heavy blows inflicted on it by the hammer mechanism.

"These may be very strong reasons why the pianoforte received favor, and these conditions over the harpsichord appealed more acceptably towards the comfort of the people. The pianoforte received free acceptance by many, altho it took many years before it was received by the great composers of the eighteenth century. But by the early years of the nineteenth century the pianoforte had been fully received, and, therefore, the harpsichord and clavichord became obsolete."



Mr. Morris Steinert Tuning a Famous Harpsichord, the Most Costly Instrument of Its Kind in Existence.

Educational Trade field.

The second annual convention of the American Booksellers' Association has just been held in New York city. The executive officers of this association are Clarence E. Wolcott, president; Charles W. Burrows, first vice-president; Edwin B. Curtiss, second vice-president; Frederick F. Hansell, third vice-president; J. W. Nichols, secretary, and J. Wilson Hart, treasurer.

The members spent some time visiting about the city and among other expeditions of interest they visited Harper & Bros., where Colonel Harvey welcomed them, after which lunch was served.

Among the Harper staff who were present were: "Mark Twain," W. D. Howells, John Kendrick Bangs, Robert W. Chambers, J. Henry Harper, Hamlin Garland, Ernest Ingersoll, F. T. Leigh, James MacArthur, Hamblen Sears, Edward W. Townsend, W. A. Rogers, Will Carleton, Charles H. Haswell, Van Tassel Sutphen, and Henry E. Rood.

D. C. Heath & Company have removed their New York offices from Fifth avenue to 225 Fourth avenue, where they have commodious quarters in the Parker building.

D. Appleton & Company have promoted Mr. William J. Crowley to the New York office. He has been an employee of the Appletons for over twenty years, and for the past fifteen years has been manager of their New England agency.

The second volume of the American Teachers Series (Dean Russell, Teachers college, Ed.) is announced by the publishers, Messrs. Longmans, Green & Company. It is on The Teaching of History and Civics in the Elementary and the Secondary School, by Henry E. Bourne, professor in the Woman's college, Western Reserve university. This doubtless will prove as helpful and inspiring as the previous volume on Latin and Greek by Professors Bennett and Bristol, of Cornell.

The Remington Typewriter Company have just announced that they propose to extend the capacity of their works in Ilion, New York, to nearly double their present production. The increase in business of this company has been steady for several years, but lately it has assumed proportions that warrant enlarged facilities of every description. New buildings will be erected which will give this firm, the largest of its kind in the world, with a splendidly organized system, an opportunity to expand in every department.

The Pelouze Paper and Type Company will shortly erect a three-story brick building in Richmond, Va. The new plant will have a frontage of thirty-nine feet and a depth of one hundred feet, with three stories and a basement. Mr. E. C. Pelouze says that when he gets into his new quarters he will have the largest printers' supply and paper warehouse in the South.

A very neat velvet display easel which holds eight pencils is being furnished by A. W. Faber to his customers on application. An attractive and convenient device of this nature will stimulate sales.

The Syracuse Typewriter Company is putting up a five-story building with four lateral buildings, in Syracuse. The structure is half-completed and will be ready for the manufacturers in a few weeks. It is understood that the Union Typewriter Company of America is back of the enterprise, altho the title to the property is in the name of Lyman C. Smith.

The Era Typewriter Company, which was capitalized in South Dakota at \$1,500,000, contemplates purchasing a site and locating its plant in Buffalo. Among the novelties of the new machine which it is claimed will revolutionize the construction of typewriters, there are thirty keys, each of which prints a whole word at a touch.

Mr. Sam Mayer, the Western representative of the Dixon Crucible Company, has recently purchased a large duck farm, and is spending most of his spare time in improving it. He has sent out agents to secure fancy stock for breeding purposes, and it is his intention to have one of the finest farms of its kind in the world.

The Waterman Fountain Pen Company is noted for the reliable articles sent out from its establishment. Mr. A. A. Waterman, of this company, has just started on a Western trip. He is looking forward to a brisk trade in his line of goods. Wherever he goes he secures large orders for this popular and effective pen.

Mr. W. E. Fisher, who represents the Smith Premier Typewriter Company in Australia, has come on a bi-yearly visit to

the home office. He reports the development of Australia during the nine years of his residence there as wonderful, and he says that the feeling towards America and American goods is very favorable to good business.

The Paul's Ink Company have moved their factory to 117-119 Ninth street, Jersey City, where they have twice the room their former quarters afforded, and in which they have installed only the latest and most approved machinery. There is such an increasing demand for their ink in common bottles that the company have added a complete line of common cork goods in wide-mouthed squat-cylinder bottles which, owing to their broad base, are not easily capsized.

The entire stock and good will of the dramatic publishing business heretofore conducted by Harold Roorbach at 132 Nassau street, New York, has been purchased by Dick & Fitzgerald who are now prepared to execute orders for all plays, theatrical supplies, and so forth hitherto advertised in Mr. Roorbach's catalog.

Benj. H. Sanborn & Company, of Boston, have purchased the entire list of text-books of Thomas R. Shewell & Company who retire from business.

Heath's *Home and School Classics* have become so well-known and so universally used that a reference catalog seems appropriate for the teacher's desk. In the one which Heath has published for the purpose of giving special attention to his classics, brief notes of each number will aid the teacher in her selection of supplementary reading. Accompanying the explanatory pages are short endorsements of the press and of educators all over the United States.

A. W. Baker & Company, manufacturers of school and kindergarten supplies, and New England headquarters of Peckham, Little & Company and Potter, Putnam & Company, have removed from 299 Washington street, Boston, to West Somerville, Mass., where they enjoy better accommodations than at the Hub.

The students of Patterson's shorthand recently competed with 200 schools representing all the leading systems in Grand Rapids, Michigan, and the verdict given by the board of examiners was that this system is the best in the United States and Canada. It claims useful proficiency in two weeks, and commercial and reporting proficiency in two to four months. Personal and mail instruction have been attended with the most gratifying results. Information may be obtained of the Patterson Institute, 153-155 La Salle street, Chicago.

Mr. F. G. Thorn will remain in charge of the New York office of the Standard Crayon Company for several months. He has just returned from an extended Western trip with a book full of heavy orders.

A new article which he is showing is the "Unique Companion" which has the shape of a thick but graceful foot rule with a sliding top and a hollow interior that is a receptacle for pencils, penholders, and so forth. This is sure to be a heavy seller among school goods buyers.

The Bookkeeping systems and the commercial arithmetic published by the Goodyear-Marshall Publishing Company, Cedar Rapids, Iowa, are being used by schools in nearly every state in the Union. To accommodate their rapidly growing trade, they have recently established depositories with E. E. Babb & Co., Boston; The Baker & Taylor Co., New York; A. C. McClurg & Co., Chicago; and Cunningham, Curtiss & Welch, San Francisco, who sell their books at the same prices as the publishers.

An Illegally Appointed Board.

Judge J. D. Ferrall, of the Elkhart, Ind., Circuit Court holds the appointment of the Wakarusa school board illegal. The fight between the school board appointed, November 4, 1901, by the town board of trustees of Wakarusa and Trustee Eby, of Oliver township, grew out of the dissatisfaction of the citizens of the town over the trustees' employment of Sanford Willard, for many years a teacher in the district schools of the county, as the successor of Wm. E. Meiller, of Goshen, who died about a month after he began the new school year. Unable to induce Trustee Eby to revoke his contract with Mr. Willard, and the latter declining to retire, the town board was induced to appoint a school board, which took charge of the schools at once, discharged Mr. Willard and hired another superintendent.

This ruling will open the way for a suit for damages and salary upon the part of Mr. Willard.

Sound Deadening in School-Houses.

The problem of confining sound is now recognized as more practically important, in school building especially, than that of conveying it. Next to light and ventilation, sound-deadening for floors and partitions is the most important item in school-house construction.

One of the first to appreciate this was Mr. Samuel Cabot, of Boston, a well-known chemist and inventor, who, after exhaustive research, has produced a method of sound deadening which is as nearly perfect in all respects as we are likely to see. Nothing could be found which met the mechanical and sanitary requirements until eel-grass was called up from the deep. By the use of this sea plant the laminated, cushion structure which is necessary to absorb and dissipate the sound-waves was obtained, and the hardly less important sanitary demands met. Eel-grass is composed largely of silicon in place of the carbon of plants that grow in the air, and therefore does not burn, or rot, and is not convertible into food by vermin. It contains a strong percentage of iodine, which repels moths and other insects which harbor in and destroy common felts used for deadening purposes.

This Deadening "Quilt," as it is called, has been very generally adopted by school architects and committees in all parts of the country. Two years ago Mr. Cabot issued a special pamphlet on school-house deadening, illustrated by photographs of a large number of buildings in which the "Quilt" had been used, and he has now issued another, with more and more important buildings. This book should be sent for by everyone interested in school buildings.

Hand Loom Weaving.

It has been said that the highest aim of art is to make some useful thing beautiful. To this end, therefore, educators have studied the manual training side of school work and have found more than one solution of the aim expressed above. Many beautiful objects have been made in the sewing departments, but still more useful and beautiful ones have been produced on hand looms. Weaving requires only the most simple materials, but it calls for the most varied use of



Weaving on the Todd Adjustable Hand Loom.

the fingers. Thousands of teachers everywhere have reached the conclusion that under the present conditions weaving, offers the best basis for a systematic course in industrial work for the kindergarten and primary grades.

Mrs. Mattie Phipps Todd, the inventor of the Todd Adjustable Hand Loom and an authority on the subject of weaving has prepared a comprehensive manual on *Hand Loom Weaving* (published by Rand, McNally & Company) which is a practical and reliable guide to the subject. Specific directions are given so that the work can be readily taken up with this book in hand. It is intended to accompany any kind of a hand loom, even the crude frame of the discarded slate which so many teachers have used.

The Todd Adjustable Hand Loom is made in two styles; one is adjustable in width only and the other is adjustable in both length and width.

THE SCHOOL JOURNAL

NEW YORK, CHICAGO, and BOSTON.

(Established 1870), published weekly at \$2.00 per year, is a journal of educational progress for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, THE PRIMARY SCHOOL, EDUCATIONAL FOUNDATIONS, monthlies \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year. Also a large list of Books and Aids for teachers, of which circulars and catalogs are sent free. E. L. KELLOGG & CO., 61 E. Ninth Street, New York, 256 Wabash Avenue, Chicago, and 116 Summer Street, Boston. Orders for books may be sent to the most convenient address, but all subscriptions should be sent to the New York office. THE SCHOOL JOURNAL is Entered at the New York Post Office as second-class matter

Books Under Way.

D. Appleton & Company.

"Later Infancy of the Child," Gabriel Compayré. Translated by Mary E. Wilson.

An Introduction to Physical Geography," by Grove K. Gilbert and Albert P. Brigham.

Lessing's "Minna von Barnhelm," with introduction, notes, and vocabulary by Charles Bundy Wilson.

Beaumarchais "Le Barbier De Séville," edited with introduction, notes, and vocabulary, by Antoine Muzzarelli.

"An Elementary Commercial Geography," by Cyrus C. Adams.

"The Story of the Empire State," by Gertrude Van Duyen Southworth.

A. Flanagan Company.

"The Teacher at Work," by Wilbur H. Bender.

Ginn & Company.

"Mediæval and Modern History," by P. V. N. Myers.

"The Elements of English Composition," by J. H. Gardiner, George Lyman Kittredge and Sarah Louise Arnold.

"Step by Step," by S. C. Peabody.

"Forestry," by Filibert Roth.

"The Advanced First Reader," by Ellen M. Cyr.

"Money and Banking" (revised edition), by Horace White.

"Earth and Sky," No. 2, by J. H. Stickney.

"Studies in American History," by Sara M. Riggs.

"A History for Graded and District Schools," by Ellwood W. Kemp.

"Handbook of Perspective," by Otto Fuchs.

"The Rising Sun" (*Youth's Companion Series*).

"Strange Lands near Home" (*Youth's Companion Series*).

D. C. Heath & Company.

Atwood's Arithmetic for the Eighth Grade.

Joy's Arithmetic Without a Pencil. A mental arithmetic for grammar grades.

Siefert's Principles of Arithmetic. A Manual for Teachers.

Hopkins' Inductive Plane Geometry, revised and enlarged edition.

Wells and Gerrish's Algebra for Beginners.

Garvin's Qualitative Chemical Analysis for High Schools and Colleges.

Weed and Crossman's Laboratory Guide in Zoology.

Stevens' Introduction to Botany.

Coleridge's Select Poems, edited by A. J. George.

Sever's Elements of Agriculture, with Industrial Lessons.

Gordon's Comprehensive Method of Teaching Reading. Two volumes, each covering five months' work for the first school year. A phonic method without diacritical marks.

Norton's Heart of Oak, Book I., revised and illustrated.

Norton's Heart of Oak, Book II., revised and illustrated.

Scott's The Lady of the Lake, edited by Professor L. DuPont Syle, University of California.

Loti's Pecheur d'Islande, new and revised edition; editor, Professor Super.

Storm's Immensee, new and revised edition; Dr. William Bernhardt, editor.

Dumas' Monte Cristo, special editions with vocabulary. Editor, I. H. B. Spiers.

Riehl's Fluch der Schönheit, edited by Prof. Calvin Thomas.

William R. Jenkins.

"Mariana," by B. Pérez Galdós.

"Das Stiftungsfest," by Gustav von Moser.

"Petite Grammaire Française," by Paul Bercy and G. Castegnier.

"A Comprehensive French-English Dictionary," by Albert Benedict Lyman.

G. P. Putnam's Sons.

"A Political History of Slavery," by William Henry Smith, with an introduction by Whitelaw Reid.

"American Constitutional History," by Alexander Johnston. Edited by Prof. James A. Woodburn.

"American Politics," by Prof. James A. Woodburn.

"Government and the State," by Frederic Wood.

"St. Augustine and his Age," by Joseph McCabe.

"Story of the Nations Series: The Papal Monarchy," by Wm. Barry.

"Buddhist India," by T. W. Rhys-Davids.

"Mediæval England," by Mary Bateson.

"The United States," by Edwin Earle Sparks.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING JULY 5, 1902.

The Argentine Republic is determined upon a vigorous educational policy extending and improving the national school system in every direction, from the kindergarten up thru the normal schools and university. The history of the evolution of public education in Argentina is a most interesting one. THE SCHOOL JOURNAL has already spoken of the great work of Sarmiento, who, in founding the system, availed himself of the best thought of his distinguished friend, Horace Mann, and other North American leaders. Since his day there has been a steady progress and there have developed several features, especially in the extension of agricultural instruction, which we might well study to our own profit. The most recent evidence of the growing belief in the transcendent importance of popular education as the best safeguard of the republic's highest welfare is furnished by the grant which provides for the construction of twenty-one handsome school buildings in the city of Buenos Ayres, which already bears the proud name of "the city of school palaces." In a later number THE SCHOOL JOURNAL will speak more at length of the plans for these buildings and of popular education in Argentina in general.

In commenting on THE SCHOOL JOURNAL's recent utterances with reference to the interference of the politician in school affairs, especially the election and retirement of teachers and superintendents, the *Educational News of Edinburgh, Scotland*, writes:

"America seems to be no more free from the intrusion of politics into the province of education than this country, and in both countries the result is wholly evil. It is even worse in America than here. Every man there is a politician, and as the professional politician of the lower order largely monopolizes the interest in school work for his own ends, not only the teachers but the superintendents are liable to dismissal, whenever the wire-pullers imagine that a change of school officials would serve their party ends. The public school has much to endure. At one time it is assailed by rival ecclesiastical factions, at another time by contending political rivals, and too often by both together. Happily, however, it is making headway, and the time is not far distant when it will be practically independent of both."

Indeed!

Hamlin Garland, who has something of a reputation as a prose writer, having composed "Ol. Pap's Flaxen," among other things, does not think Longfellow much of a poet; Whittier is put in the same category. Longfellow has a good chance to live for some years in the memory of those who have read his verses. It will take a mightier hand than Garland's to pull his monument down. It is not easy to say who will and who will not live a hundred years from now; but people will remember those who write lines as musical as, "I stood on the bridge at midnight."

Why the Teachers?

The United States Post-Office authorities stopped the delivery of letters to certain parties who were obtaining money by delusive circulars; it appeared that a great many teachers had sent in their hard-earned money expecting to get \$2 or more for every \$1 invested. Why should teachers be deluded? Are they not supposed to be intelligent? We do not like to have it paraded that teachers are taken in by oil, silver, gold, and copper speculation circulars. There many people who will be; let the teachers be cautious. Look out for delusive advertisements.

The Re-organization of the N. E. A.

In the July issue of *The Journal of Pedagogy* the leading article is devoted to a statement of the issues involved in the proposed re-organization of departments of the National Educational Association. The writer of the article is Superintendent Chancellor of Bloomfield, a member of the committee of five, which was appointed at the Detroit meeting last year to prepare a plan for a new organization as recommended in Dr. Green's presidential address.

Says Dr. Chancellor:

"The present National Educational Association is a suggestion of what it ought to be. It is a successful experiment, whose leaders in times past and present deserve all the reputation they have and more; but whose possibilities of dignity and usefulness are far beyond its realization. Our condition is not unlike that of the Confederation of the United States before the Constitution was framed and adopted.

A superficial inquiry shows that the executive officers of individual schools and of city systems, and the enthusiasts for various subjects have dictated the addition of departments. The men prominent in the association have claimed that this or that class of teachers do not care for the N. E. A. The complaint will continue until the remedy is applied. To-day there is little to interest the average teacher. In many respects the present condition of the N. E. A. is very satisfactory, but in others it is not so satisfactory. Consequently, until there are substantial changes in the plans, it is not wise to expect much improvement in the actual affairs. It has become apparent that sooner or later an effective reorganization, not "tinkering," not mere addition of departments must be undertaken. I submit that this reorganization must seek to secure the following advantages, viz.:

1. The N. E. A. must provide organs of expression for every important educational activity in the United States. It must magnify its influence by multiplying and defining its functions until they directly concern all of the half million teachers of our country.
2. It must be so organized [that its various departments may affiliate conveniently and profitably with the great associations devoted to special lines of cultural progress.
3. It must distinguish its departments by defining their purposes, so that limiting the scope of each department it may encourage its activity.
4. It must promote the efficiency of departments by maintaining both far greater length of service in office than now prevails, and far larger definite membership in each department.
5. It must serve the cause of education by securing a constant succession of well-considered reports upon all forms of educational effort, in order that the formal culture of all our people may follow close upon the progress of the best, and in order that the existence of a profession of education may become universally known because of the frequency and the worth of published opinions of educational experts.
6. It must still further improve the great general sessions, the central and by far the most important feature.
7. It must cease to be in any degree an association of schools or of the heads of schools, and must become wholly a national society for the study of education, and for the promotion of our general educational welfare.

Without being prepared to defend any single detail, and fully aware that any one man is a mere item in any democratic organization, I propose a plan of reorganization as follows, viz.:

GENERAL SESSIONS. I. National Council; II. Superintendence; III. Colonies; IV. Defectives; V. Other Races; VI. Philosophy and Education; VII. Political Sciences; VIII. Humanities; IX. Sciences; X. Art; XI. Technical and Manual; XII. Music; XIII. Commercial; XIV. Physical; XV. Primary; XVI. Library; XVII. Reform; XVIII. Legislation, Local, State and National.

Such a reorganization would scarcely change nine lines of work, viz.: General Sessions, National Council, Art, Music, Business, Physical Training, Science, Library, and Defectives. It extends three lines of work, viz.: Superintendence, by adding to it School Administration, which unquestionably is educationally subordinate to it; Manual Training, by adding to

it Technical Training; and Indian Education, by adding to it the Other Races now with us in our own country. It modifies Elementary Education by reducing it to Primary Education and adding to it the Kindergarten, which is simply the proper method of beginning Primary Education; if Primary means primary, it must include Kindergarten.

It adds Legislation, which could be made very valuable to the cause of education; Colonies, the education of both Americans for government of and business in the colonies, and of the colonists and dependents themselves; and Reform, a department in the nature of a safety-valve for everybody, a means of protecting the association and the departments from all sorts of ideas until they are proven valuable. The other departments, viz, Secondary, Normal, Higher, and Child-Study are very properly abandoned for classification of their contents by subject-matter in harmony with most of the other present departments. In their places this scheme proposes Philosophy and Education, Political Sciences, and Humanities.

I propose regulations somewhat as follows, viz.:

1. That the president of the association, and the secretaries and the presidents of the departments, constitute a committee on programs that shall meet annually the last week of December to consider all the programs for the summer meeting.

2. That in each department the president and vice-president hold office for two years, being elected in alternate years, and the secretary hold office for three years, and that these officers constitute the executive committee for the department.

3. That in each department there be constituted a council that shall be required to prepare annually for publication in the annual volumes of proceedings a report or reports upon the work of any special committees, or of individual members, and upon the progress of the year in the field of the department.

4. That membership in departments be limited to persons now or previously engaged actively in the field of the department, and that in the annual volumes the department membership or memberships of each member be published.

5. That for the future, as far as possible, additions to the work of the association be arranged rather by sub-divisions of the departments than by additions of new departments to the association itself.

A candid view of the programs of the association from year to year, and even of that prepared for the Minneapolis meeting, a program which has been a matter of much anxious thought on the part of many, shows that the association has reached and passed its maximum of efficiency upon its present lines. A new order is demanded in the interest of future officers and leaders as well as in that of education itself. It is demanded also because the nation needs that a vastly larger number of our teachers than now be enrolled in and be present at the meetings of the one great national association of educators. In any organization when such a stage is reached, all who are concerned for its welfare ought cheerfully and resolutely to plan for its improvement that no ill may befall it from within."

THE SCHOOL JOURNAL heartily favors the movement toward a broader and better organization of the National Educational Association and hopes that this committee of five will be continued in office for at least another year or until it is ready to submit unanimously a carefully considered plan. The plan presented in this article is certainly worthy of thoughtful attention.

Latest N. E. A. Bulletin.

Several items of information relative to the convention at Minneapolis are of general interest. An extension for return of all tickets from the territory of the Southeastern Passenger Association, Western Passenger Association, and Central Passenger Association has been granted until Oct. 1 instead of Sept. 1, as previously announced. This concession covers all territory east of Colorado and west and south of Buffalo, Pittsburg, and Washington, D. C. It is expected that the Trunk Line and New England Associations will concur.

The registration bureau, joint railway agency, and local committee on boarding accommodations will be located in beautiful and commodious rooms on the ground floor of the new court house, Third avenue entrance.

All persons should report at this place immediately on arrival in Minneapolis, secure membership certificate, deposit railway ticket, and secure boarding accommodations, if desired.

On account of the great variety of excursion tickets on sale during the dates of sale of N. E. A. tickets, special care should be taken to examine the tickets at the time of purchase and see that they bear N. E. A. membership coupons, as evidence of the membership fee paid.

Additions to the Program.

General Sessions:

In place of Pres. John H. Barrows, of Oberlin college, deceased, Hon. Michael Ernest Sadler, LL.D., director of inquiries and reports, Education Office, London, England, will deliver an address.

The Council—add for Thursday A.M., July 10:—

"The Recent French Reaction against Rousseau's Doctrines and in Favor of Social Education"—Miss Anna Tolman Smith, U. S. bureau of education.

Art Department—add for Wednesday P.M., July 9:—

"Specifics for Ugliness"—Frank Chapin Bray, of the American League for Civic Improvement, editor of *The Chautauquan*, Cleveland, O.

Department of Science Instruction:

Pres. F. W. Barrows has resigned and Vice-Pres. W. H. Norton is appointed president. He will deliver an opening address on "The Teaching of Science."

Add also for Wednesday P.M., July 9:

"The Projection Microscope: Its Possibilities and Value in the Teaching of Biology"—Prof. A. H. Cole, Lake high school, Chicago.

"The International Geographic Congress to be held in Washington, D. C., under the auspices of the National Geographic Society"—Gilbert H. Grosvenor, managing editor, *National Geographic Magazine*, Washington, D. C.

Also for Friday P.M., July 11:

"Federal Facilities for Education"—Dr. W. J. McGee, ethnologist in charge, Bureau of American Ethnology, Washington, D. C.

Department of Music Education:

1. "Practical Voice Training in the Public Schools"—Hollis E. Dann, superintendent of music, Ithaca, N. Y.

2. "The Psychological Influence of Music"—Miss Elizabeth K. Fairweather, teacher in high school, Norwood, Cincinnati, O.

3. "Music in the High School"—Mrs. Frances Elliot Clarke, superintendent of music, Ottumwa, Iowa.

4. "Essentials of Music in Primary Grades"—Thomas Tapper, teacher of music, Boston, Mass.

5. "Musical Qualifications of the Teacher of Music in the Public Schools"—Frank L. Nagel, teacher of music in public schools, Des Moines, Iowa.

Department of Physical Education:

1. "Necessity for Physical Training in Public Schools"—Cora McCallin Smith, director of physical education, State University of Kansas.

2. Exhibition of physical exercises by pupils and teachers of Minneapolis city schools.

3. "Requirements for Physical Education in the Public Schools"—Henry Hartung, M.D., member of board of education, Chicago, Ill.

4. Round Table conferences.

Department of Superintendence:

Round Table of State and County Superintendents—Leader, Mrs. Helen L. Grenfell, state superintendent of public instruction, Denver, Col.

"Value of Nature Study in the Public Schools"—Pres. Z. X. Snyder, state normal school, Greeley, Col.;

Hon. L. D. Bonebrake, state superintendent of public instruction, Columbus, Ohio.

Progressive Art Teaching.

The practice of thrusting upon young children photographs of old masters and the masterpieces of architecture, in order to develop artistic taste, is severely handled by the "Listener" in the *Boston Transcript*, who says that to give schools-boys and girls the Rembrandt portraits, the friezes of the Parthenon, and the ruins of the Roman Forum is like sending them to Shakespeare and Gibbon's "Decline and Fall," before letting them have "Robinson Crusoe" and "The Swiss Family Robinson." He continues:—

"What we want to have the children think about art is that it can and does reproduce and save for us the pleasurable things, the beautiful, the inspiring things, the good and true things, whether in nature, in objects of man's making, or in actions or traits of character. And how can the child be convinced of this unless the objects in pictures correspond to something within his experience, or at least within his comprehension? Lead him along by steps suited to his childish understanding, and he must in course of time come to regard art like his daily bread, as it literally is to that nation of artists, the Japanese.

"Inherent in every child nature is a love for and an interest in out-of-door life, such as animals, birds, flowers, insects, and all that appertains to them, and these should form the keynote of the art idea which is being established as part of the school influence. The average child has a very vague appreciation of mediæval architecture or of classic sculpture or of paintings of various historic periods. But the picture of a brilliantly plumed bird, or an animal, or a cluster of roses, or a bunch of grapes—these are objects of beauty which are within reach of the child's appreciation and which contain interest with wide possibilities. The primary art education should be that which nature supplies in infinite phases. In order to appreciate later in life the art which records the beautiful and true it is necessary to train the youthful faculties in the school of the open to learn how to see the beauty of a cloud, of a hillside, of a flower, of animals or birds, to appreciate the marvelous tints of the sky in all its phases—this is the sort of thing that helps a child to enjoy art as the sincere reflex of nature and life, and an intelligent acceptance of the great art exemplified by the masters."

The United States government has planted five acres of date trees near Phoenix, Arizona, all these imported from Africa. It is thought the date tree will flourish in the dry regions of the warm West. It can stand more cold than the orange tree, but not so much as the peach.

It is now an established fact that dates of good quality and in commercial quantities can be produced in the warmer parts of Arizona, Mexico, and California. In the past year at the government experimental station near Phoenix, three imported trees bore more than 500 pounds, the fruit ripening between August and January. The fruit placed on the market sold at twenty-five cents a pound, wholesale, at Phoenix. Packed in boxes it retailed at from fifty to seventy cents a pound. Seedling date trees in various parts of the territory bore last year from forty to 200 pounds to the tree. For some years yet most of the dates grown in this region will be on seedling trees. Not less than 2,000 trees have been planted in the last two years by ranchers near Phoenix, and most of them are in fine condition.

Governor Heard has recommended the appropriation of \$100,000 for the exploitation of Louisiana interests at the World's Fair. To the cotton plantations of this state she adds large timber areas, rice fields, fish and oyster productions, sulphur and rock salt mining, and the working of vast deposits of petroleum.

Letters.

A Lasell Idea.

IN THE SCHOOL JOURNAL several weeks ago President Willard, of the Philadelphia normal school, made a practical suggestion, advocating a spring recess instead of isolated holidays.

It may be of interest to some of your readers to know that this plan has been successfully carried out for many years at Lasell seminary, Auburndale, Mass.

Instead of granting the state and national holidays, occurring during the term, that number of extra days has been added to the Christmas recess, Thanksgiving day being the only exception. For many years this was the result of a vote of the students.

A holiday, especially if students are away from home, is more or less of a trial to both teacher and pupil, as well as demoralizing to school work. It is not a comfortable day for sight-seeing or excursions of any sort, nor is it a day for study, consequently it often occasions a certain restlessness which is better avoided.

The purpose and spirit of the anniversary, however, are not lost with us, for, during the day or evening, some notice is taken of the events which the day commemorates—either by an attractive lecture, toasts at dinner, suggestive decorations, or an appropriate exercise by our battalion.

In this same connection I will mention our conviction, born of experience, that Monday is by far a better "rest day" than Saturday. The only objections to it are those that would vanish were it universal. The change of interests which come with the Sunday gives a needed relaxation from the cares of the week, and is, on that account, the more appreciated.

Monday's tasks, and its dreaded morning session, are not haunting ghosts. The questionable practice of Sunday studying has found its solution. Teachers and students, away for Sunday can return during Monday with comfort as well as promptness. Our students often speak of the advantages of the day as soon as they become accustomed to it.

We believe that it is a method which needs only a trial to make it a permanent blessing.

Massachusetts.

LILLIAN M. PACKARD.

A Very Poor Showing.

At the State Teachers' Association, which met here, the real condition of things in our public schools was made manifest. Heretofore, from timidity or other causes, nothing has been said; now the teachers are beginning to speak out. Professor Root showed by statistics that fifty-seven per cent. of the school population was in the schools; and the school term is but little over three months. I have conversed with teachers who get \$14 per month and are employed three months in the year. Of course, they will not attend normal schools when the pay is so small.

The short term, the poor teaching reacts on the high school. Professor Root showed that about one per cent. of those in the public schools go into the high schools. Thus the education is always of a low tension; the people know only how to read, write, and cipher. This has been my experience in moving about the state. Rarely does one see a newspaper in the hands of the farmers, only in the hands of the merchants, and such people. There are few books bought and read. The laborer stops working and chews tobacco instead of reading.

Professor Root has done a great service in calling attention to this desperate condition of things. Will it do any good? The people in general have so little education that they are not likely to act. If in any locality they wish to expend more money they have no power by law to lay a tax for this purpose. Once this was so in the Northern states but they remedied that; now any town or village at the North can raise all it wants to.

Birmingham, Ala.

E. V. FRISBIE.

The Novel Commencement at Tuskegee.

Mr. Max Bennett Thrasher publishes, in a recent number of the Boston *Transcript*, a most entertaining account of the recent commencement at Tuskegee institute. The plan was novel, but it was carried out in the most delightful manner.

There were two green, growing peach trees in boxes of earth on the stage in the church, Mr. Thrasher says, in the place of the traditional "Commencement" palms which one comes to know from year to year so well that the leaf scars on their trunks almost seem to spell of themselves "Class of 1901," "Class of 1900," and so on backwards. One of the peach trees was full of bright green, healthy leaves, and the trunk was smooth and brown. Hung to one of the branches was a placard which said: "This is a carefully cultivated peach tree." The trunk of the other tree was knotted and rough and covered with dead bark: some of the branches were dead, and on none of them were the leaves plentiful. The tag on this specimen said: "This is a neglected peach tree."

On one end of the stage there rose, piled high above each other, six large cages of lattice work in which were—from the bottom upwards—geese, turkeys, ducks, two varieties of full-sized hens and roosters, and on top a cage full of dainty white bantams, whose combs and wattles glowed like coral set in ivory. These fowls were not stuffed; they were alive, very much alive, as the part which they took in the exercises later showed.

Just beside the speaker's desk on the stage, where naturally there would have been a big bouquet of commencement roses for the graduates to pose behind, so as to show off to good advantage their white dresses, there was a stout little upright steam engine, which, being connected by a pipe thru the floor of the stage with a steam boiler, when its turn on the program came sputtered and hustled its driving wheel around at a great rate. On the other side of the stand was an incubator in operation, and in the background a display of articles ranging from the fully built and trimmed two-horse carriage to a fully built and trimmed bonnet. Above all this, from the arch of the great church ceiling, there hung a purple and silver design: "Ready to serve,"—the class motto.

I wiped my glasses and took a more careful look about me. Was it possible that after many years' experience I was going to see a really novel and interesting school commencement? Turning from the stage to look toward the audience room I found myself facing row after row of negro faces. Tuskegee Institute Chapel—for I was at Booker Washington's school, in Alabama—will seat 2,400 persons, and every inch of sitting room and standing room not roped off was filled solid full. All shades, from lightest yellow thru the browns, up to shining, stove-polish black. Some of the old heads were grizzled. These were the men and women who once were slaves, come now to see some grandchild graduate into that mysterious state called "edification," which to these old people will always be so wonderful, because for them so unattainable. They know only too well how hard it is for old dogs to learn new tricks. Some of the women's heads are bound in the white "cloth," or the bandanna, of slavery's time, and on others there are huge cavernous sunbonnets from beneath which the wearer's eyes gleam white and ghost-like; but in main they are a neatly dressed company.

The sound of a band comes in thru the open church windows. Many of those in the room turn their heads, but no one goes out. It is too hard to get standing room to risk losing it, once gained; there are too many outside wishing to get in. My chair at the reporters' table being secure, I go out.

The band is near the church now, all black boys. Behind them comes a line marching four and four, which streams out thru the hot Southern sun as if endless. Company after company of young men and women, and then a hundred teachers, and then a line of alumni. The band has reached the church door now, but the end of the line, winding in and out beneath the magnolia trees far across the grounds, has not yet come in sight. Now the advance guard of the first company has reached the church. The commandant's voice rings out in a sharp command. The company halts, divides, and the men range up closely in double rank so as to leave a line between them. Each succeeding company does the same, and when the young women come along they add the length of their lines to the others.

Then, down thru this living lane of fourteen hundred young negro men and women come the institute's teachers and the graduates of other years. The band has stopped playing now.

To this part of the ceremony there is always accorded the more impressive tribute of perfect silence.

Booker Washington is a singularly modest man. So far as I know, no one ever has accused him of any exhibition of vanity; but if his heart ever does swell with pride it may not unreasonably be at commencement time each year, when he walks thru this quadruple line of adoring faces—for adoration is the only word which really expresses the feeling which the students at Tuskegee have for the principal—and remembers how less than a quarter of a century ago, where now is this small army of students and this village of buildings, he began with thirty untaught men and women in a shanty so shaky that a student had to hold an umbrella over the teacher's head in school when it rained.

When the commencement line has come into the building

every inch of roped-off space is filled, and at the open doors and windows hundreds of late comers cluster like bees about the mouth of a hive in summer time. Choice seats on the platform and in the front rows are filled with white people from the town and country. The governor of the state is there. Back of the platform, in a huge gallery there rises, tier on tier, a chorus of one hundred and twenty-five students, with an organ and a piano and an orchestra to accompany them.

The six coops of poultry have inspected the newcomers with interest as they have mounted to their places upon the platform and have greeted them with polite cordiality. The ducks have been especially sociable. Nobody minds them, tho, and the grizzled old preacher who makes the invocation, begins to speak, his voice, like the deepest, richest notes of a pipe organ, easily making his hearers oblivious of every other sound.

The leader in the gallery raises his baton and the chorus rises in obedience to the signal and begins to sing. What is this they are singing? I do not need to look to my program to recognize the "Hallelujah Chorus." And how well they sing it. How those superb basses and tenors thunder, "Hallelujah! Hallelujah!" While clear and sweet above them all the women's voices chant higher and still higher: "King of Kings and Lord of Lords!"

"Yes, it's fine," the reporter who sat next to me said, as the last notes of the "Chorus" died away, "but I'd like to hear them sing some of their own songs. I don't think they ought to be educated out of their—"

The rest of what he said was lost in the sound of a single high-pitched, quavering man's voice which came from somewhere among the dark faces up in the gallery.

"Oh, give me dat old-time religion," the voice sang unaccompanied and alone.

"Oh, give me dat old-time religion," a dozen golden voices chanted in quick response.

And then, "Oh, give me dat old-time religion," from two thousand throats, in the gallery, on the platform, in the audience, and from the open air outside, the response was thundered back, and added to: "It's good enough for me."

"It was good for my old father," the one voice in the gallery asserts again, and the ever swelling chorus stands by the soloist's statement.

"It was good for Paul an' Silas."

"It is good in time of trouble," the single voice declared, and the hundreds thundered back—

"It's good enough for me."

I looked at the man beside me. "They're all right," he nods. "They can sing both kinds."

The program begins.

There are ninety-four graduates from the school's various departments. In addition to the regular academic work there are students to graduate in such novel branches as laundry work, cooking, tinsmithing, farming, nursing, millinery, dressmaking, steam engineering, carriage building, dairying, and more of the same nature.

An alert, keen-faced young man tells how to plant and cultivate a forty acre farm so as to get the most profit out of it. His helpers bring up on the stage a model, twelve feet square of the farm he is talking about, in the different compartments of which are growing the crops he describes. A young woman follows him with a clear, concise explanation of how to do good wholesome laundry work. She has her basket of clothes, irons, soaps, and powders before her. She begins with showing why clothes should be disinfected, and then goes on hastily to tell the housewives present that they ought to make their own soap, and shows them how to do it. Then she takes out a peach stain and removes a blotch of iron rust. She wears, not the traditional graduating dress of sheerest white, but a serviceable print gown, with a big apron. A man follows, with cans of milk, pats of butter, cheese, and butter molds, to tell what he knows about dairying. His garb is of spotless white duck.

Having got the milk and butter, naturally the next number on the program introduces another young woman in print dress and apron who proposes to show the people what she knows about "cooking."

With a truly laudable desire to help the thing along, a hen in the next to the upper cage having selected this time to lay an egg, announces the fact in a joyous cackle which is at once taken up by every cackling fowl in the entire collection, to the absolute drowning of the young cook's voice. The audience enjoys the situation, and applauds the hen. Mr. Washington performs a vigorous pantomime in which no words are distinguishable, but an usher after trying in vain to get to the offending coop and not being able to reach up, secures half a sheaf of long barley straw from the agricultural display on the stage, and standing on a table beats the coop into a surprised silence.

A young man in overalls and calico shirt shows how to build a pony phaeton, on the stage, and nearly builds it there. Another tells how he built the steam engine on exhibition, and explains a really ingenious attachment to it which is his own invention. Nor are the essays and orations all of this purely materialistic nature. One young man tells of "The Survival of the Fittest," in a really scholarly manner. "Industry and Character," "The Value of Little Things," "The Dignity of Service," are other topics, reminding one that after all a commencement is in progress.

The governor of the state is introduced to say that Alabama is proud of Tuskegee. This sentiment is so agreeable that the little white bantam rooster in the top cage promptly greets it with triumphant "Cock-a-doodle-doo!"

A huge, fat old buff cochon rooster two cages beneath responds in a voice pitched full two octaves lower, "Cock-a-doodle-doodoo!" and the bantam, not to be outdone, goes him two more.

The governor makes the best of it, raises his voice and goes on, but when a minute later both roosters crow together, he laughs with everybody else and sits down.

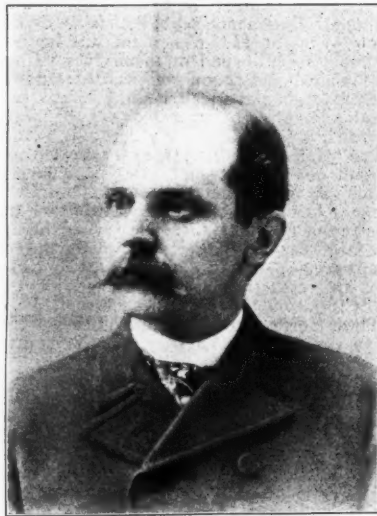
All three roosters are now in full swing, with a running accompaniment from the geese and ducks. There is more pantomime from the principal, vigorous and emphatic. Two young men rush out, and returning in a trice from a nearby boys' dormitory with two enormous woolen bed blankets, drape the hen coops from top to floor. The roosters subside and probably put their heads under their wings and go to sleep, but one strong-minded duck, not to be deceived so easily, keeps up a reproachful, faint "quack-quack quack!"

This music which was not on the program having been silenced, we are evidently going now to have some which is on the program. I glance at the paper before me, and, even with recollections of the "Hallelujah Chorus" in my head, almost shiver when I read "The Inflammatus."

It isn't necessary. The leader raises his baton and the choir rises. The only accompaniment this time is the organ. The head of the young woman playing it, outlined against the stained glass window in the back of the gallery, might have been the head of a Nubian queen. Another young woman, very black, with purest African type of features, has stepped the least bit out from the first row in the choir. The organist touches the keys more and more softly and the whole great multitude is hushed as if by some subtle sympathy, for they know not what; for this is the first time the "Inflammatus" has ever been sung here. Then, clear, sweet, high, pure, and absolutely true floats forth that wonderful first note, sung so easily that one hearing it settles back involuntarily, knowing that what is to follow will be pure enjoyment. Then the chorus, "Oh, the Dreadful Judgment Day!" and then, tremendous as that chorus sung by negro voices is, the obligato solo, with the girl's voice again, still with perfect ease, triumphant above it all.

None of the trades taught at Tuskegee is more practical than that of nursing the sick. The institution has a neat, well furnished hospital, given it by a New England woman. The school's resident physician is in charge, with a capable trained nurse to assist him. Both, like all the teachers at Tuskegee,

are of the race which the institute is designed to educate. Twenty-four students can be accommodated in the nurse training class at a time, and the course requires three years to complete. This year's graduating class contained several from the hospital. Neat, white-clad attendants shut in a part of the platform with screens for a minute or two, and when the



Dr. Joseph S. Taylor, whose contributions have made his name well known to SCHOOL JOURNAL readers, has been elected to a district superintendency in New York City. He was principal of P. S. 19, Manhattan.

screens were removed the audience saw a regular iron hospital bed, with the whitest of linen, and in the bed a patient. This patient, the graduate explained, was supposed to be suffering from a severe attack of fever and the graduate proposed to show the audience what ought to be done in such a case.

A clinical thermometer stuck in the patient's mouth and left for a questionably short time revealed the truly alarming fact

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that the patient's temperature registered 105 degrees. In this emergency a cold bath was evidently required. A rubber sheet was deftly slipped under the patient, the head of the bed elevated, a pan set at the foot to catch the water, and then, willy-nilly, the boy who had been drafted to personate the patient got a good sponging in cold water. Another trial with the thermometer relieved the anxiety of the audience by informing them that the temperature had fallen to only half a degree above the normal. Some simple remedies being now needed, they were prepared and the patient took them with the same resignation that he had taken his bath. As a reward, however, he having continued to improve, he was fed with a most tempting looking repast which the nurse provided and set out on a swinging hospital table, the patient being bolstered up in bed to eat. Convalescence being the result, the screens were brought into requisition again, and the stage cleared.

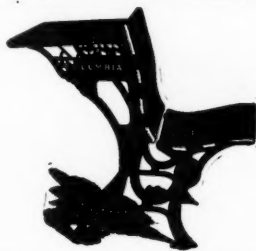
All this is only a part of what this day's commencement at Tuskegee institute, this year, showed me—a commencement the like of which for novelty and utility I believe it will be hard to surpass. Is it any wonder that two members of the London school board, sitting on the platform, said that they had come four thousand miles to see Tuskegee, and that if

they had come solely for that and nothing else, they would have been well repaid?

Of course there were diplomas, tied up with white ribbon. It would not have been a real commencement otherwise. These young men and women have worked as hard for their diplomas as ever student worked. Yes; harder, a good many times, than many of them. That young man has worked five long years to pay his way. That slender young woman with sensitive oval face and waving hair has worked for four years in the laundry here to pay her way.

After all, perhaps the best diploma which they got was when Booker Washington told them, "As you go out from here there is one thing I want to caution you about. Don't go home and feel that you are better than the rest of the folks in the neighborhood because you have been away to school. Don't go home and feel ashamed of your parents because you think they don't know as much as you think you know. Don't think you are too good to help them. It would be better for you not to have had any education, than for it to have made you feel so that you go home and do that."

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Foreign Office, 42 Poultry, London, England.

Here and There.

It is estimated in the masters' report to Judge Grosscup and the county attorney that the amount of back taxes for 1900 to be received by the Chicago schools will be \$264,000. The total of back taxes to be paid by all the corporations under this report is about \$600,000 which is \$500,000 less than was estimated by the assistant attorney general. It is hoped that an early date will be settled upon for the arguments before Judge Grosscup on the master's estimate and that his decision fixing the exact amount to be paid will shortly follow.

The question of co-operative work between the public library and the public schools is being discussed in Chicago educational circles. One feature which will soon be urged thru circular letters is the need of teachers' cards on which several books may be drawn at one time for use in the schools or in connection with school work. Many city libraries issue such cards and their use seems beneficial to the schools and of advantage to the libraries.

It seems that the questions sent out by the regents of New York state to Orange county had been tampered with. These questions are enclosed in steel cases which are opened by the principals of the high schools. S. H. McElroy, principal of the high school at Highland Falls, feels sure that some one had obtained sight of these questions, but who and how and when, he is not able to say as yet. Dr. Frisbie, of the regent's office, has reported that some one has had access to the steel cases and the matter will come before the regents.

The city solicitor of Philadelphia, upon the request of the board of education, recently sent a communication to that body in which he said that city councils have not the right to direct the sale of school property occupied for school purposes contrary to the wishes of the board of ed-

ucation. The supreme court has ruled that everything pertaining to the public schools within the city and county of Philadelphia has been committed to the board of public education except only the public purse. The financial affairs of the city are controlled by councils. The duty of the councils has been performed when they have appropriated funds for school purposes; and the duty of the board of education commences at this point. Several months ago the councils passed an ordinance to sell a certain piece of school property without the concurrence of the board of education. And it was this action which led to a request of an opinion from the city solicitor.

EAST ORANGE, N. J.—2,500 visitors in one day is the record made this year by the annual exhibition of woodcarving in the East Orange high school. The pieces attracting particular attention were two large wedding chests of the kind used by colonial brides for their trousseaus. Both were richly carved in a design of the German Gothic period where oak and acanthus leaves are shown. An ingenious and ornamental device which will serve the purpose of a necktie cabinet is fitted with a carved door. The ties will hang from hooks screwed into the top of the case.

A mirror frame carved in the modern German style, and a chair with a fantastic mermaid design also called forth much admiration. Two models of torpedo boats were fitted with electrical apparatus, with electric lights, running gear, a searchlight, and American flags. The boys who designed these studied the boats in the harbor while making their models.

Four first year students displayed plans for a contemplated addition to the school building.

The freehand drawing exhibit included sofa pillows, screens, hangings, and tapestry whose designs were from the pupils' own stencils. Book covers were notably of superior merit.

There was much to admire in the articles which had been made by the sewing classes. Sunbonnets, dolls' clothes, handkerchiefs, towels, aprons, and underwear both by hand and machine were finished with a skill that marks proficiency in the needlework art.

Manual training is elective in this school but seventy per cent. of the first year class enrolled in the department. Pupils who fail to make desirable progress in book training usually show ability and desire after entering the manual training classes.

Retirement of Dr. Kiehle.

Dr. David L. Kiehle, professor of pedagogy of the University of Minnesota, will retire from that position after a continuous public service of twenty-seven years in the work of public education in the state. For six years he was principal of the St. Cloud normal school; twelve years, state superintendent of public instruction, and nine years, professor of pedagogy in the state university.

Dr. Kiehle will give his coming years to lecturing and writing. He has been an influential factor in the development of the educational system of the state. His long service as superintendent of public instruction afforded him particular opportunities in this direction. His work in the university has been important inasmuch as 40 per cent. of the students of the university have come under his influence in the lecture room, and of the young women students of the university 60 per cent. This work he has carried on without assistance, although the state educational association has recently taken up the matter of the department of pedagogy in the university and will urge upon the regents the enlargement of the department. This was done prior to any intimation from Dr. Kiehle that he would retire. The election of his successor has not been considered as yet.

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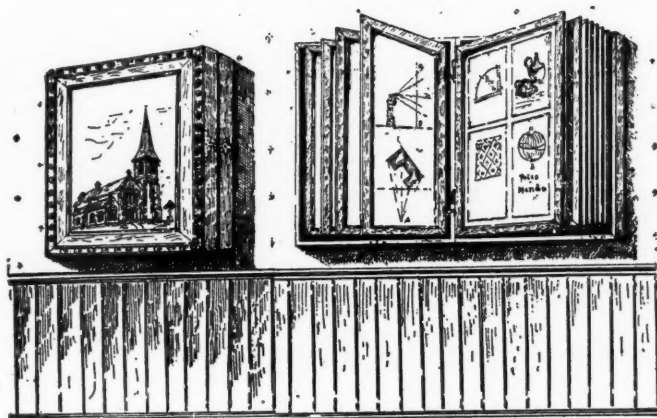
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Educational New England.

BOSTON, MASS.—Mr. A. P. Gave, master in the English high school, teacher of physics and author of a work upon the subject, very widely used, has resigned his place. He has been away this year on leave of absence.

Mr. Robert Swan, the master of the Winthrop school, died June 1. He was the oldest master in the city, having been appointed in 1856. He was a native of Dorchester, born in 1821, and educated in the local schools. In 1837 he became sub-master of one of the Charlestown schools, with his brother, William D. Swan, master, and later he was sub-master of the Mahew school. He was very popular with his pupils, and he was greatly interested in industrial training. The present system of teaching sewing and cooking originated with him.

HANOVER, N. H.—Prof. W. C. Abbott, of the department of history in Dartmouth college, has been elected professor of European history in the state university of Kansas and will commence his duties on September 1.

ASHBURNHAM, MASS.—By the will of the late Jacob H. Fairbanks, of Fitchburg, Cushing academy will receive a legacy of between two and four hundred thousand dollars. The gift is without any condition.

MARBLEHEAD, MASS.—Miss Rebecca Goodwin has resigned her position in the public schools of this town and will teach no longer. She has been one of the teachers of Marblehead for forty-five years.

LYNN, MASS.—Prin. Wm. C. Holden, of the manual training school, has accepted principalship of the manual training school at Hartford, Conn. He has been in Lynn four years, coming from Portland, Me. He is a graduate of the State College at Orino, the class of '92.

MOUNT HOLYOKE, MASS.—The Dwight Memorial Art building marks the present point of art development in Mount Holyoke college. Lectures on archaeology and history of art were given in the institution as early as 1874, and four years later the subject was made a part of the curriculum. Miss Blanchard, the first head of the department, spent many months in Italy, Zurich, Paris, and London perfecting herself in her art. In 1898 Miss Louise Fitz-Randolph, herself a Mount Holyoke graduate, was called to the department. Miss Fitz-Randolph is familiar with art methods as taught abroad thru personal observation. In 1900 Mr. John Dwight, of New York city, gave \$60,000 for what is now the Dwight Memorial building. Later Mr. Dwight increased the sum and added a collection of over three hundred framed and about one hundred mounted engravings of Elbridge Kingsley. The hall is built in the English gothic collegiate manner with embattled tower and receding entrance. In the sculpture gallery there are already a number of excellent casts. The burlap tints on the walls lend a harmonious and lovely coloring to each room in the building.

PROVIDENCE, R. I.—William Herbert Kenerson, now instructor in mathematics and drawing at Brown university, will succeed to the position of associate professor of mechanical engineering in that institution made vacant by the resignation of Professor Burnham. Professor Kenerson

is one of the hardest and most earnest workers on the faculty and well qualified to take up the duties connected with his new position.

The entire amount of the \$25,000 endowment necessary to make valid John D. Rockefeller's gift of \$75,000 for a new building for social and religious purposes at Brown university has been raised. Paul Banjotti, of Turin, Italy, has given this college \$30,000 for the purpose of erecting upon the college campus a clock tower which shall be a memorial to his wife who was formerly of Providence. A scholarship of \$5,500 in the American school, Athens, has been presented by Professor Albert Harkness.

A revised edition of *Hopkins's Plane Geometry*, has been announced by the publishers, D. C. Heath & Company. This book attracted marked attention in its original form on account of its inductive plan and the skillful manner in which it was developed. The special features of the work are the early introduction of triangles the minimum use of superposition, numerical problems involving the use of the metric system of measures, problems showing the application of algebra to their solution, and a series of special theorems on the triangle as an introduction to the study of modern geometry.

A Shark with a Letter.

A little over a year ago Miss Beulah Bate wrote a message, put it in a rubber-corked beer bottle, and threw it into the Delaware bay. A few days ago she received a letter written by the captain of the British warship Thunder, who wrote that while off the coast of Portugal a shark was caught, and when it was cut open the bottle was found inside of it. It was broken and the message was read.

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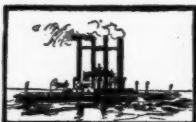
Many queer things have been found in China lately. Among these are the prayer wheels, which were evidently borrowed from the practical people of Tibet. The ordinary Chinese prayer machine is a small affair, four to eight inches high. Still, as hundreds of slips bearing the magic sentence can be placed within, and attached to it, by rotating it the devotee turns out millions of prayers in a very short time.



Famous temples and monasteries found it profitable to provide far larger ones. Such a one as shown in the illustration is kept revolving constantly with the aid of a huge wooden flywheel. The pilgrim buys the printed slips and the wheel does the rest.

An Ice-Breaking Steamer.

A successful method of keeping harbors free from ice has been tried by Russia. An ice-breaking steamer has been used with such good effect that many harbors closed by ice hitherto have been kept open. With the aid of such a boat the Hudson could be kept open from New York to Troy, and the towns along its course given the benefit of cheap freights all the year round.



At Newcastle-on-the-Tyne has been constructed a giant ferryboat on the Russian plan, for use in Nova Scotia. The straits of Canso there are too broad to bridge, and resort has been had to this ice breaker. This boat, which is called the Scotia, is 282 feet long and will carry a heavily-loaded train of nine Pullman cars with a heavy express engine. She has a propeller at each end, and is so shaped that she is forced up on top of the ice and breaks it down with her weight.

Americans in China.

Americans are turning the tables on the Chinese. Instead of their coming to this country by the thousand, as was the case twenty odd years ago, American capitalists are invading Chinese cities. A company organized in New York city will build a system of trolley roads twenty-three miles long in the city of Shanghai. When these roads are built a new era for China will begin.

Glass Hospital for Consumptives.

A glass hospital is to be built in Philadelphia for the cure of consumption. The patients are to be separated from each other and each to have a constant supply of rarified air. A similar hospital exists in London. The patient sits in a glass apartment and breathes an atmosphere specially treated with ozone. This mode of treatment has been in many cases effective, still the object of the hospital is, to a large extent, to experiment.

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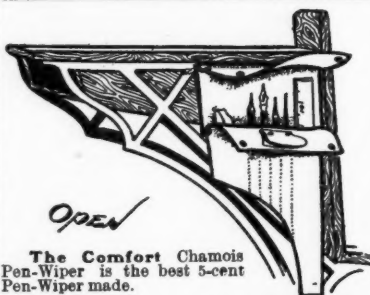
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A Bicycle Boat.

A San Francisco man has patented a boat with a bicycle inside of it. The bicycle lacks a front wheel, but the rear wheel, operated in the usual way by sprocket and chain, is geared to a pair of propellers. The rudder is like-



wise connected with the handle bars, so that the operator steers the boat just as he would a bicycle. The craft thus driven by foot power has a frame somewhat like that of a racing scull, but its ribs continue upward and join so as to form a sort of fishback top.

Clearing Roads of Snow.

Snowdrifts are among the greatest obstacles with which railroads have to contend. Formerly the tracks were cleared by "bucking" the snowdrifts with a wedge-shaped plow as high as a house. This method of clearing the way was costly, did not always succeed, and was often dangerous. Of late years a revolving snow plow has been used for making a way through the drifts. This plow picks up the snow and throws it thirty feet away from the track on each side. The propelling power usually consists of two locomotives.

A Successful Farmer.

David Rankin, of Missouri, has won great success as a farmer. He owns 23,000 acres in Atchison county and is rated among the millionaires. Every dollar of his great fortune has come out of the soil, for he has been a farmer all his life. He is seventy-six years old and a native of Indiana.

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The automobile industry is young, and yet it has grown to large proportions. The steamship and the railway required more than fifty years to develop; the automobile has taken a prominent place in ten. Successful automobile shows have lately been held in New York and Chicago.



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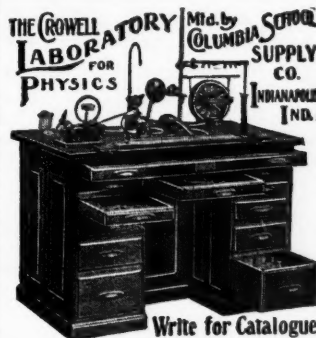
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West Point's Centennial.

During the four days beginning June 9 the West Point military academy celebrated the one hundredth anniversary of its birth with brilliant and joyous festivities. In 1802 the institution was opened with ten cadets by the little handful of states that made up the youngest nation in the world. Now, at the century's end, West Point and the United States, whose history it has helped to shape, stand together—one of the best military schools and one of the strongest nations in existence.

What West Point means to the nation's history it is easy to read in history, on the memorable battles here, there, and everywhere, and in the battlefields. From the Mexican war to nameless graves, too, on hundreds of the Spanish war, at all the posts of danger, through the eventful years of our history, West Point men have fought back the foe. In the civil war classmates fought classmates, as brother fought brother. In the Confederate army were 151 general officers, graduates of West Point. On the Union side, through men like Grant, Sherman, Sheridan, McClellan, Halleck, Rosecrans, Hooker, Buell, and a

host of others, West Point won a measure of glory that other centuries cannot tarnish.

Booth Witness Dead.

On June 5, Prof. Lewis J. Weichman, who was one of the leading witnesses in the trial of the conspirators to the assassination of Abraham Lincoln by John Wilkes Booth, died at Anderson, Ind. At the time of the assassination Weichman boarded at the house of Mrs. Surratt in Washington. On the night of the murder he was the only one who was home.

He wrote a book, but gave strict orders that it should not be published until after his death. Ever since the trial he has been in constant fear of injury at the hands of those against whom he testified, but it is said without any reason. The last thing he did was to write that his testimony at the great trial was the truth and nothing but the truth.

Opening of the War College.

On June 4 the War college, season of 1902, was formally opened by Capt. French E. Chadwick, president of the college, who gave the opening address.

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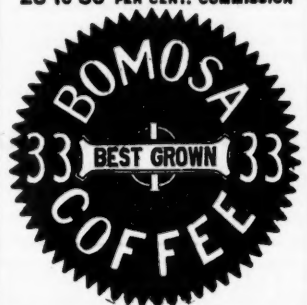
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He said that wars hereafter will be commercial wars, as they have generally been in the past. The greatest commander will be he who does by strategy what another would do by the expenditure of blood. It is the true policy of this government to place the United States in such a position as to be able to command peace. This is the purpose for which armies and navies are kept.

Why We Resemble Our Parents.

A French professor, Doctor Felix le Dantec, thinks the answer is very simple. According to his idea, the explanation is simply this: It is a mere phenomenon of growth, depending on the assimilation of nourishment. A hen's egg develops into a hen, and a reproductive cell of an elephant becomes an elephant, because in each case a bit, or piece, detached from a living thing, manufactures its own substance through the assimilation of food and progressively takes the form of the organization from which it came and of which it was once a part.

Some of the lower orders of beings can be divided without being killed, and the parts thus separated in time develop into perfect beings of their kind. In the higher order of beings the reproductive power lies in cells which, as soon as they begin to assimilate food, begin to develop into the same form as the parent.

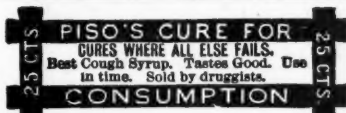
The big fighting ships the nations are building in such numbers are costly things. For instance, the battleship Oregon cost originally \$6,575,032.76, and \$70,000 has been spent on repairs; the Massachusetts and Indiana about \$6,000,000—repairs, \$223,000 and \$282,000 respectively; the cruiser Cincinnati, \$2,371,904.52—repairs, \$457,000; the torpedo-boat Ericsson, \$144,142.08—repairs, \$48,749.99.

The railway record in the United States for 1901 is a gratifying one. Railway construction exceeded that of any year since 1890, when it was 5,670 miles, the new record being 5,067 miles. The grand total of steam railway mileage in the United States is now 199,378 miles. In 1850 there were but 9,021 miles.

Most of the new mileage is west of the Mississippi river, where the large railway systems are extending their tracks into new regions. It is believed that roadbeds and rolling stock will be so improved in time that freight will be carried at a profit at two mills a ton per mile.

The total loss of the British in South Africa during the war, including killed, wounded, prisoners, deaths from disease, and men invalidated home, was 97,477 men.

The British government recently contracted for 650 head of Texas cattle to be shipped from Pensacola, Fla., to South Africa. It is the first of many shipments of cattle to South Africa to be used in restocking the depleted veldts.



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Miscellany.

L. B. Grandy, M. D., Atlanta, Ga., says: In my practice, antikamnia tablets are the remedy for headache and neuralgia, some cases yielding to them which had heretofore resisted everything else. I usually begin with two tablets and then give one tablet every hour until relief is obtained. A refreshing sleep is often produced. There are no disagreeable after effects.

A special train, which rolled into the Erie railway station in Jersey City shortly after eight o'clock on the evening of June 14 carried about two score persons who were just completing an excursion a little out of the common. The journey began about seventy-two hours before, and included over 1,300 miles of travel by steam railroad, trolley cars, steamboat, tally-hos, barouches, and other conveyances. The members of the party, guests of the Erie road, made a trip to Buffalo and thence to Detroit over the new Lake Line, with side jaunts and entertainments on land and water. D. W. Cooke, the general passenger agent of the Erie road, had charge of the party and he was ably aided by W. L. Derr, the superintendent of the eastern division of the road, and by Frank Presbrey, the advertising agent.

Sanborn & Company, 120 Boylston St., Boston, have purchased the line of school books carried by Thomas R. Shewell & Company.

A very useful article for the school room is known as the Comfort School Desk Attachment. It is fastened to the desk and furnishes a receptacle for pen, pencils, eraser, and ruler, and is provided with a kid penwiper. The unavoidable noise in handling a wooden box and rattling pencils is thus entirely done away with, and the ruler can be used and replaced without the slightest sound. The Comfort School Desk Attachment is highly endorsed by superintendents and boards of education. State Supt. Thomas J. Kirke, of California, highly endorses it. He says he would be glad to see the attachment on every public school pupil's desk.

The neat little Flowers of Parnassus (John Lane, publisher) series is about to include a souvenir volume entitled *Reliques of Stratford-on-Avon: a Souvenir of Shakespeare's Home*, compiled by A. E. Way. The booklet opens with a Life of Shakespeare, illustrated with beautiful little lithographic reproductions of the artist's pencil-drawings of Shakespeare's home and its neighborhood. This is followed by selections from his works,

which seem connected with some of the well-known landmarks of Shakespeare-country. Pilgrims setting out for or returning from the British Mecca will only have to see this little book to feel obliged to possess it.

The Emperor William has just sent his thanks thru the German embassy in Washington to the Rev. Cyrus Townsend Brady for a copy of the "Hohenzollern" of which Dr. Brady is the author.

J. M. Olcott & Company have received a contract for 8,000 square feet of slate blackboards from the board of education, Memphis, Tenn.

Summer Houses is the title of a beautifully illustrated book containing a list of over 2,000 summer hotels and boarding houses along the Hudson, in the Catskill mountains, and Northern New York. It will be sent for two cents in stamps to H. B. Jagoe, General Eastern Passenger Agent, West Shore Railroad, 359 Broadway, New York; or it is free upon application.

The dreams that we dream these pre-vacation days are shot thru with shady spots where the sun's fierce rays cannot pierce the green canopy, where river and lake beckon alluringly. It is fair to say that the enterprise of railroad men has something to do with our dreams, inasmuch as their fascinating travel literature is pouring in upon longing mortals from every source. No. 20 of the "Four Track Series" does what the other folders of this series do—it selects some particular region and pictures its charms with a lavish pen. The Adirondack mountains are so well known to tourists that the summer travel writer has only to tell old things in a new way. If there is anyone in the United States whose mind is hazy as to how this region should be reached he has only to send to George H. Daniels, New York Central R. R., New York, for folder No. 20 when light will be thrown on all routes which lead to the desired haven.

Reduced Rates to Denver, Colorado Springs, and Pueblo.

Via Pennsylvania Railroad, Account Biennial Meeting, A. O. H.

On account of the Biennial Meeting, A. O. H., to be held at Denver, Col., July 15 to 22, the Pennsylvania Railroad Company will sell excursion tickets to Denver, Colorado Springs, or Pueblo, Col., from all stations on its lines, at rate of single fare for the round trip. Tickets will be sold and good going on July 10 to 12, inclusive, and will be good to return leaving Denver, Colorado Springs, or Pueblo, not later than August 31. Tickets must be validated for return passage by Joint agent at any of the above-mentioned points, for which service a fee of 25 cents will be charged.

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